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**N. E. A. meets in Indianapolis, June 28 to July 3.**

## EDUCATIONAL PALATABILITY

Fourteen years ago Casimir Funk created the word "vitamine" or rather his creation was "vita-amine," and already vitamine rivals calories, which is universally used, often on restaurant bills of fare.

Calories refer merely to heat-producing power of foods. If you have proper calories you are supposed to be in a heavenly frame of mind, but if too many they may suggest the other place. But calories are never life-producing. Vitamines on the other hand are life-producing foods.

There have been many negative discoveries by Professor Elmer Verner McCollum of Johns Hopkins University, Thomas Burr Osborne and other scientific specialists, and one of these negative discoveries is that foods of every conceivable combination of calories, vitamines, proteins, phosphorus, salts, roughage will sometimes fail utterly to make an animal function digestively.

With men, women, and children, as well as with domestic animals, the most perfect mixture of purified foods fails as a scientific food combination.

McCollum, Osborne, Funk and others have discovered that palatability is as essential as calories, vitamines and proteins in a functioning dosage. This is something that cannot be stated in figures on a bill of fare. The animal must be allowed to determine that for itself.

Palatability is as essential a quality in education as in dairy farming. The old-fashioned way of insisting that children must eat oatmeal for breakfast and eat nothing else till the oatmeal had been eaten was no more unscientific than to make every child take everything in every subject in a course of study.

No feeder of dairy cattle will disregard the warning when a cow fails to clean up all of her feed of grain. He immediately experiments with various temptations of her appetite.

Will makers of a curriculum ever be as sensible as dairymen? When will supervisors of subject methods learn that palatability is as important pedagogically as psychological evaluation of projects and schemes in methodology. It took a long time for scientific feeders of dairy cattle to be as sane as many an old-time farmer who catered to the taste of his cows. Many an old-time teacher, before psychology was dreamed of, had great success with boys and girls because they made the school work palatable.

The curriculum makers must make provision for making a subject palatable. Almost any subject can be made palatable by a little personal attention.

There used to be a common saying: "You can lead a horse to water but you cannot make him drink." Teachers Colleges and psychologists, so called, have much to learn from Funk, Osborne, Hopkins, McCollum, and their associates who have studied what animals will eat as well as what they ought to eat according to the theories of vitamines and calories.

## PRESIDENT COLE OF WHEATON

Rev. Samuel Valentine Cole, D.D., LL.D., late president of Wheaton College, died of bronchial pneumonia, May 6, 1925, after an illness of four days. His sudden passing removes a lovable and unassuming scholar whose quiet, unheralded, but singularly fruitful work had won for him an honored place among the college presidents of New England.

He was an alumnus of Bowdoin, and had been a trustee of that institution since 1901. He was elected president of Wheaton Seminary in 1897. Through his efforts a college charter was granted to this seminary in 1912, and, under his wise guidance, Wheaton College has risen rapidly in public esteem.

Dr. Cole was widely known as an effective public speaker and a graceful writer of both prose and verse. His latest collection of poems, "Goals Afar," is literary work of an exceptionally high order.

## NOTABLE SALARY ACHIEVEMENT

Superintendent William McAndrew's latest professional achievement is on a salary schedule. After study of a year with the aid of professors of economics, bankers, citizens, and government officials, he has sent to the Board of Education a salary schedule for 1925 based on cost of living as estimated by a large group of Chicago citizens who are not teachers but who gave, item by item, the cost of a decent living in Chicago. The most prominent features of the preamble introducing this schedule to the Board of Education are: "A board should establish a salary schedule without waiting for employees to ask for increase and without subjecting the system to the emotional excitement attendant upon a salary campaign. Salary is for the service, not to please employees." "This is a good year." The report quotes the most eminent fiscal authorities to the effect that business is picking up. "This is the time to put the wages of teachers on a good basis." "The adjustments in these schedules are not to be considered as gratuities. The recommendations were made with a solemn promise and understanding that better teaching will follow the adoption of these better schedules."

The schedules are:—

| POSITION | MINIMUM | MAXIMUM |
|---|---|---|
| Teachers of Elem. Subjects | $1,500 | $3,250 |
| Jr. H. S. Teachers | 1,800 | 4,100 |
| Sr. H. S. Teachers | 2,000 | 4,700 |
| Teacher Clerks | 1,500 | 2,500 |
| Elementary Principals | 4,000 | 6,500 |
| Jr. H. S. Principals | 4,250 | 6,500 |
| Sr. H. S. Principals | 5,000 | 7,500 |
| Sr. and Jr. Assistants | 2,100 | 5,200 |
| Directors of Special Branches | 6,000 | 6,000 |
| Asst. Directors | 3,400 | 5,000 |
| District Superintendents | 8,000 | 8,000 |
| Assistant Superintendents | 10,000 | 10,000 |
| Superintendent of Schools | 15,000 | 15,000 |

No person in the system is to be reduced in salary by the adoption of these schedules. All "additional compensation" bonuses, etc., pay for extra hours, or extra hard work, are discontinued, being absorbed in the new higher schedules of pay.

## M. H. DUNCAN GOES BACK TO TEXAS

M. H. Duncan, who for the past two years has attracted national attention as superintendent and principal of the County Vocational High School at Lander, Wyoming, has accepted the superintendency at Lubbock, Texas. Lubbock is a city of about 15,000 population, on the plains of West Texas. It has a school enrollment of about 3,500 children, and employs over 100 teachers. Lubbock is nationally known because it won the Texas Technological College of which R. W. Horn is president.

Mr. Duncan was for eight years superintendent at Amarillo, Texas, prior to going to Lander,

Mr. Duncan received the unanimous vote of the Board of Lubbock when more than fifty applicants were asking for the place. He undoubtedly received the appointment on his record at Amarillo, which is a close neighbor to his new field of labor. Mr. Duncan is an ardent champion of the Bible in education, and has written a heroic booklet on the subject.

## MEMORIAL TO DR. BURTON

A fund of somewhat more than $100,000 has been contributed by twenty-four men from Michigan, Ohio, Illinois, and New York City, the principal to be a permanent memorial to Marion Leroy Burton, late president of the University of Michigan. The income is to be paid to Dr. Burton's widow during her lifetime. If her death occurs before her children are thirty years old, they will receive the income until they attain that age. After the payment to Dr. Burton's dependents ceases, the income is to be used "for such emergency purposes, not properly met by tax funds, as the board of regents may determine." Dr. Burton's term of service had not been long enough to permit the granting of a pension to his dependents under the rules of the Carnegie Foundation, and for some fifteen years he had been physically unable to secure life insurance. It was deemed inadvisable to propose a pension for his dependents to be paid from money raised by taxation.

No more fitting plan could have been devised for perpetuating the memory of this great president of the leading state university. Dr. Burton's pleasing personality, practical sagacity, educational vision, exceptional power as a public speaker, rare tact, masterful command of men and distinguished service as the head of three colleges of first rank made him the most outstanding educator in America, save only Dr. Eliot.

## CRITICISM OF A CRITICISM

As always there are criticisms of any criticism that we publish. We select one for use instead of keeping up a rapid back and forth fire.

There is no possibility of appreciating the cause of the enthusiasm over Superintendent Boynton's address which received unprecedented applause. It was not merely a general approval of the specific statements, but the way in which the speaker read it, the place he put the emphasis, the compelling inflections, none of which could be read into it as it appeared in type. Whatever mental reservations a hearer may have had no one who heard Mr. Boynton's address will ever forget its effect upon him and upon his associates in that vast audience.

# FRIENDS AND ACQUAINTANCES—(II.)

## HENRY BARNARD

The educational event which stands out above all others was an evening in 1895 in the beautiful Boston residence of Thomas Cushing, one of the founders of the Chauncy Hall School on his eightieth birthday. The occasion was memorable because of the presence of Henry Barnard, then eighty-four years of age, and Julia Ward Howe. The three were friends of many years, each had been in Europe and had had delightful acquaintance with Wordsworth, De Quincy, Carlyle, Charles Dickens, and others. It was the one opportunity I have had to hear personal friends chat reminiscently of persons in whom I have had keen interest from school days. To hear these personal friends make men whom I idealized real personalities was one of the events of a lifetime, and it greatly enhanced my interest in Dr. Barnard, whom I had known for twenty years.

Another memorable occasion was at the World's Columbian Exposition in Chicago in 1893, when Will S. Monroe gave a dinner party to a select few in honor of Dr. Barnard. On this occasion Dr. Barnard's address was wholly educational, while at the Cushing dinner it had been quite otherwise. He was reminiscent, but of Pestalozzzi and Froebel and their relation to the educational movements in America. While it was quite an event at the time, one of the educational events of the summer at Chicago during the Columbian Exposition, it has not stayed with me as did the Cushing dinner.

Over and above all other purely educational events was an evening and night in Dr. Barnard's Hartford home. It was just after the death of my father, who died at the age of ninety-one, and Dr. Barnard had written me to come that I might give him with great minuteness some account of my father's last days. He insisted that I come early for their evening dinner and stay over night. I had already written and published my volume on "Great American Educators," in which was a chapter on Dr. Barnard of which he was most appreciative. It was some time after the dinner hour before he really settled down to the business of reminiscence and then he talked intensely and illuminatingly of his professional life. It was two o'clock when he decided that possibly I ought to retire.

Dr. Barnard's attitude toward those who had thwarted his purposes was a revelation. It was entirely clear that he was in a class educationally distinct from the men of his day. His professional life had been entirely apart from those with whom he had had to deal. I saw that night why, as the first United States Commissioner of Education, he could not for a moment think of being called to account for anything professional by men in the political world whose opinion he could but despise. He never for a moment hinted that he had met with a defeat. He had simply failed to find anyone who had earned the right to challenge him. There was no more humiliation than a man feels who is slugged by a bandit.

Henry Barnard was born in the luxury of a noble residence in Hartford in 1811, and was buried from the same house ninety-three years later. He entered Yale College at fifteen and graduated with honors at nineteen. It was a remarkable time to be in Yale College, for he had as college mates three of America's most famous men of their day: Horace Bushnell, one of the greatest preachers America has ever known; Frederick Barnard, Columbia University's most eminent president; and Noah Porter, one of Yale's most noted presidents. In college with him were three men who became United States Senators when that was a distinguished honor, nine members of Congress, one secretary of war, five ministers to foreign courts, three governors of states, fifteen judges, six college presidents, and forty-three college professors. After graduation he traveled in Europe, studied law, and at twenty-seven years of age was in the Connecticut Legislature, facing the necessity of choosing one of three careers. As a lawyer and orator, as he was, Daniel Webster appealed to him most compellingly. No less fascinating was the appeal of William Lloyd Garrison, who was at the height of his career as an anti-slavery leader, but above both of them was Horace Mann, who had that year left his law practice, declined to return to the Massachusetts Senate in order to accept the secretaryship of the State Board of Education which he had created. The educational career won, and Henry Barnard created a Connecticut State Board of Education and became its secretary, a position which he held for four years. When the politicians of the baser sort abolished the Board of Education, Rhode Island at once created the office of Commissioner of Education and elected Dr. Barnard to the position. After he had been there five years Connecticut established a State Normal School at New Britain and elected him principal and state superintendent of schools, a position which he held for four years. He was for two years president of the University of Wisconsin and later of St. John's College in Maryland. He organized the United States Bureau of Education, and was the first United States Commissioner of Education. In 1870 he was retired from the commissionership at the age of fifty and accepted no official position thereafter. He always did a great work wherever he was, but rarely escaped the annoyance of small men.

My acquaintance with Dr. Barnard began in 1875 and increased in intimacy and friendliness till his death. He was easily the greatest school man whose friendship I have enjoyed.

# OPPORTUNITY IN AMERICA

In September, 1906, the son of a Harvard professor was well prepared for college at the age of eleven and one half years. His extraordinary acquirements were due to his rare native ability and to the exceptional training given him by his father. It was wisely decided that he should go to Tufts College, where he would have more direct and sympathetic oversight by professors than in the great University at Cambridge. Three years later he was graduated with the degree of A. B.

After testing his power by two more years of college work in widely divergent fields—one year at Harvard in zoology and one at Cornell in philosophy—he was enrolled in the Harvard Graduate School, where he earned with distinction the degrees: A. M. in 1912 and Ph.D. in 1913, his special field being mathematical logic.

Nearly two more years of study, on fellowships from Harvard, at the Universities of Cambridge and Goettingen, where he came under the influence of several of the most distinguished mathematicians of England and Germany; some special work at Columbia University; a year as instructor in mathematics at the University of Maine; somewhat more than a year in the service of the United States, devoted mainly to range table work on the proving grounds, and some experience as a writer for the Boston Herald completed the equipment which Dr. Norbert Wiener brought to the Massachusetts Institute of Technology when in 1919 he first became a member of the teaching staff of the department of mathematics. As assistant professor, he now devotes about half of his time to teaching and the rest to pure mathematical research. His career exhibits the opportunities which America offers to a gifted man through its institutions of higher learning. His distinguished success as a student will inspire the young men who meet him in the classroom, and his profound scholarship bids fair to yield important contributions in the field of mathematical research.

At the head of the line of candidates for initiation to the Delta Chapter of Massachusetts, Phi Beta Kappa, Tufts College, a few months ago, by the side of this distinguished scholar, stood a man who came to Boston in 1886, at the age of fifteen, with no trade, with very little money, and with no acquired equipment for scholarly endeavor except some training received in the Christian Brothers' School in his native town of Carrick, Tipperary County, Ireland. He had, however, ambition, vision, unfailing courage, abiding good will and splendid idealism.

By accepting humble work cheerfully and performing it faithfully he soon got a foothold, but his material progress was slow and the hardships which he met bravely would have crushed the spirit of many a man. The public library, with its comfortable reading room and untold wealth of books, was his chief resort. Through an enormous amount of miscellaneous reading he acquired the trained intelligence and appreciation of good writing that revealed his native gifts and made possible a literary career. Association with appreciative men and women in the literary clubs of Boston gave the courage and inspiration that stimulated progressive achievement.

Constantly improving work as managing editor of the Sacred Heart Review, 1900-1916; authorship of four volumes of lyrics notable for their exalted sentiments and metrical perfection; distinguished success as a Chautauqua lecturer and reader of his own poems; remarkably helpful service in the war activities of the Knights of Columbus at Washington; and highly creditable performance of exacting duties on the editorial staff of a great publishing house fully justified Boston College in conferring the degree of LL.D. upon Denis A. McCarthy in 1922, and Tufts College in welcoming him to the Phi Beta Kappa Society in 1924. Seldom has a writer received a more gratifying endorsement than was given by a distinguished audience to Dr. McCarthy's work as poet at the annual meeting of the Tufts Chapter, in May, 1924.

Dr. Wiener and Dr. McCarthy are notable examples of two types of men that American institutions and American opportunities are adapted to develop. Dr. Wiener advances the frontier of human knowledge by a form of logical reasoning that can be expressed only by symbols that none but accomplished mathematicians can understand. Dr. McCarthy interprets American ideals to those who seek our shores from other lands, dissipates racial and religious prejudice, and extends the realm of human brotherhood by his admirable spirit and inspiring expression of sentiments to which the great heart of humanity loves to respond. No contributions to American letters have had a more far-reaching and beneficent influence than "The Song to the Flag" and "The Land Where Hate Should Die."

Fortunately we need no common measure with which to estimate the contributions of men like Dr. McCarthy and Dr. Wiener to our ever-advancing intellectual and social order.

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**The strength of a country is the strength of its religious conviction.**—President Coolidge.

# MEANING AND VALUE OF RELIGION

DR. DANIEL EVANS

Professor of Christian Theology of Harvard Theological School, Cambridge, Massachusetts.

[From Address.]

Dr. Charles W. Eliot once raised the question: "Why a university should be interested in religion?" and answered it as follows:—

"Does anyone ask why universities, which must inevitably be occupied chiefly with secular knowledge, should feel any great concern for the permanence of religious institutions? I answer, that universities exist to advance science, to keep alive philosophy and poetry, and to draw out and cultivate the highest powers of the human mind. Now science is always face to face with God, philosophy brings all its issues into the one word duty, poetry has its culmination in a hymn of praise, and prayer is the transcendent effort of intelligence."

This is an appreciation of religion as a subject of study and a justification of its meaning and value which we do well to cherish.

Religion is also a social fellowship. We receive some of the richest and most precious blessings of life from our religious association with others. We have inherited much from them. We have been guided into the ways of the spirit by them, and our religious life has been developed, confirmed, and enriched beyond measure in this way. We are members of different religious communions, and are profoundly grateful for our religious heritage and fellowship.

Religion is also a great historical tradition. It comes down to us from the immemorial past. It is freighted with all the wealth of spiritual life of great souls and of many races.

We are in the spiritual succession of religious-minded men of all the generations. Back of our several religious communions is the Holy Catholic Church, and back of this Church, the Church of the disciples and apostles, and back of these first Christians the common Master of us all, but back of him and apart from him are numerous other souls of many races, from whom we receive some precious values which help to deepen and enrich our lives.

It may seem strange that there is so much confusion of mind concerning the nature of religion, and so many different and even contradictory definitions of religion. This confusion and lack of adequate definition grow out of the richness of the data, the complexity of the experience, the long history, and the many levels and stages of the development of religion, and the way religion becomes involved in the whole of life.

The first and fundamental feature which we observe is the reference of a given experience or event, in its ultimate source and supreme interest, to a transcendent object, power, being, or reality. In religious experience there is the sense and the conviction of some reality, transsubjective, superhuman, and ontological, which is the source of its experience and the object of its interest. And it is the conviction of this reality and the peculiar interest it has for man that gives religion its distinctive, characteristic, unique nature.

The nature, character, purpose, and demand of this reality are differently conceived and interpreted at the various levels of religious development, and the historical religion to which one falls heir. But in all cases the characteristic feature is this reference to a divine reality, and it is this reference which constitutes the religious experience and gives it its distinctive character.

Another feature of religion is the desire and determination to get into some favorable relation with this Divine Reality.

The various levels of individual religious growth and historical development of religion in the life of the race condition and determine the conception of this adjustment and the method of securing it, but the problem of adjustment always remains. Fear, at the lowest levels, may determine a man's behavior, driving him away, or keeping him on tenterhooks, but even so there is an effort to come to some terms of understanding with the God. On higher levels the relation established is more friendly, and on the highest levels it is one of reverence and love, of fellowship and co-operation.

Moreover, religion is humanly significant because it is the expression of the greater powers of man's nature. Man's best powers are brought into activity in his religious experiences. He has powers of body and mind by which he adjusts himself to the material world. His instincts, impulses, senses, imagination, intellect and will enable him to survive and thrive in the world of physical objects and forces. He has, also, powers of moral judgment and sympathy and appreciation by which he lives in relations of friendship and love, and service and sacrifice, with and for other human beings. All these powers at their best are brought into action in his religious experience. Religion, or prayer, is, as Dr. Eliot says, "the transcendent activity of intelligence." The profound human meaning of religion, therefore, lies in the fact that the mind of man functions at its best in it. It is the result of the native, spontaneous, and highest activity of his nature.

# CRITICISM OF THE COLLEGES CRITICISED

ROY M. PETERSON

University of Maine, Department of Spanish; editor Phi Kappa Phi Journal.

[Some observations on an address given at the meeting of the Department of Superintendence.]

It is easy to criticise our institutions of higher education. It may be safely affirmed that in their present form they do not fully satisfy any one living today, and still less do they measure up to the ideals of their teachers and administrators. All such dissatisfaction is wholesome because it points the way to improvement. It is also comprehensible that school men and college professors should not always have the same point of view; many differences of opinion here are natural.

Hence, we need not feel surprised that the college should receive its share of criticism at the recent meeting of the Department of Superintendence held in Cincinnati. In particular this attitude was noticeable in a speech of F. D. Boynton, published in the Journal of Education, where it was designated as the "overtopping address" of the convention. It is worthy of careful consideration because, according to all the evidence, it seemed to represent the sentiments of those who heard it. It not only received enthusiastic applause, but also was followed by a resolution that copies be furnished generally to college and university executives.

An important part of the theme, so far as can be judged from the published account, was a plea that colleges should liberalize their entrance requirements in the interest of those who find difficulty in securing admission at the present time. It was also implied that the field of work covered by our higher institutions is too limited in range, and that too much emphasis is placed on scholarship as a criterion of ability.

In the past the secondary schools, finding the colleges to be unduly conservative, have been potent influences in making them more responsive to popular needs. In the future it is natural and desirable that the same influence should continue to operate. As far as the present case is concerned, the criticism is based upon the rigid, unyielding character of college entrance requirements with their arbitrary selection of subjects and units. Now there is doubtless room for some improvement here, especially along the lines of greater uniformity, but the examples cited of the alleged unfairness of the present system are far from convincing.

As an extreme instance of injustice, there is cited the case of a pupil debarred from college because of a 74 per cent. average, when the admission requirements called for one per cent. more. Here it will doubtless seem to the family and friends of the boy who was not admitted that he has been harshly treated. As he appears to them to possess those personal characteristics that bring success in life, the college seems to be attempting to prevent that success which is due him. It may further be assumed that he will do as good a grade of work as some students who because of a slightly better average rank were allowed to matriculate.

But it is also quite likely that the latter will have little success in their studies. Of this type are the many who do not manifest the ability to go on with higher education and either return home during the course of the first year or drag through their studies subject to the constant prodding of their instructors. The speaker called attention to the circumstance that nearly 8,000 pupils were denied admission by nine institutions within a period of four years. It is quite likely, however, that in spite of these rejections the colleges in question had as many students as they could well accommodate. Many schools are trying to teach more than their facilities justify, because their scholastic requirements are not rigid enough to keep out numbers of students who do not have the inherent capacity for advanced study, yet are making an effort to stay in college to the detriment of the public at large that pays the cost.

Of course one can adopt the system legally in force in at least one Western state where everyone who can show a diploma from an accredited high school of that state is entitled to have a try at a university career, whatever his aptitude for the work, provided he has the inclination and the financial backing. With this method of procedure the university will not be blamed for keeping people out, but those responsible for such wholesale admissions might well be criticised for permitting the courses to be cluttered up at the start with a multitude of well-meaning young people who are, through no fault of their own, not in a position to complete them successfully. It is needless to say that the crowding of classes at the beginning of the year is particularly detrimental to efficient instruction. Those who have a capacity for the work are hampered by the presence of the unfit; yet only too often in our anxiety to give the latter class a chance, we disregard the interests of the former.

If we are not ready to accept an indiscriminate admission to our colleges and universities, some standard must in the nature of things be adopted. It might in any case be fixed materially lower than it is, yet there should always be pupils to dispose of who did not meet requirements. Their rejection may seem harsh in individual cases, but so long as the standard is made known in advance and applied to all alike, their treatment cannot logically be described as unfair. Recently the daily press carried the story of a citizen who was obliged to pay an income tax of one cent. In order to make the payment, he had to in-

vest in a money order and a stamp, with the result that the incidental expenses were several hundred per cent. greater than the original tax. We hear no complaint, however, that this man was unjustly treated, as he was complying with a requirement applicable to all alike.

Another example cited to prove the unreasonableness of existing methods is that of a somewhat mature person who was admitted with a condition in some subject that he had not passed in the preparatory school. He then spent three years as a college student, doing his work in a satisfactory manner but neglecting to make up the entrance condition; at the end of the period he was dropped from college because of his failure to do so. In this case the bias of the speaker is so strong that he blames the institution for the delinquency of the student. The latter, on the evidence presented, was an intelligent individual, who presumably was aware of the nature of his deficiency, or at least might easily have informed himself about it. In three years' time he apparently made no effort to clear it up. Unless his institution was different from most colleges, he received more than one warning to attend to the matter. But perhaps he was like many other students, especially somewhat older than the average, who make a good showing in numerous departments where a general knowledge of facts is essential, yet will go to any lengths to avoid a basic course in mathematics, foreign languages, or the sciences where great exactness is necessary. In the matter of admission with conditions a concession is made to the student so that a small deficiency in one subject shall not bar him from further advancement in his education; but when once admitted as a student, he sometimes ignores the condition as long as he possibly can. When at last he can avoid it no longer, though he is required to do nothing more than the other students have done, he is apt to feel that he is unjustly treated.

Complaint was also made against the colleges on the ground that their courses have been developed over too narrow a field. This accusation seems far from justified. There are, it is true, numerous institutions that have followed the general lines of the early college type, limiting themselves to the teaching of the so-called liberal arts. Yet any of these in addition to ancient languages, mathematics, history and philosophy will almost certainly offer courses in English literature, modern languages, several branches of science, and such up-to-date subjects as sociology, economics, government, psychology and education. But, granting that such a curriculum is "narrow" because it contains a large proportion of cultural subjects, we can scarcely apply this term to the many fields of study afforded by a whole host of our universities. An examination of the catalogue of a representative state-supported institution will disclose the fact that a pupil finishing high school can start immediately upon studies leading to such professions as dentistry, pharmacy, and journalism. If he does not care for these, he has before him any branch of engineering or any pursuit connected with agriculture. He can find courses dealing with accounting, advertising or business procedure. With a moderate amount of further preparation he may enroll for law or medicine. In certain institutions it was announced that courses teaching hotel management and real estate operations would be introduced. In fact, if a boy does not find exactly what he wants at one school, he is almost certain to find it at another no great distance away. Fifteen years ago a professor of Greek in one of the larger universities bewailed the trend of the times, asserting that his school was ready to confer the A.B. degree for proficiency in cooking beefsteak. If his statement had some basis of fact at that time, it is surely not less true today.

The last point which I shall attempt to discuss is the depreciatory attitude shown toward scholarship. All of us will agree with the opening remark, that "excellence in scholarship is not always an index of ability or worth." Indeed, a number of excellent scholars have been quite contemptible persons, and on the other hand many rated as stupid in the field of learning, because of their ability along other lines have been of great usefulness to society. But the statements that follow seem altogether misleading and beside the mark. It is assumed that two lads from a certain high school attend the same college. One was mediocre in his studies and so graduated without distinction; the other, dubbed contemptuously "the intellectual autocrat," finished at the head of his class, a recipient of all the tokens of scholarship that the college had to bestow. The conclusion is then drawn that after the lapse of ten years the poor scholar is to be found as manager of an important business, while his fellow student, who took the honors in scholarship, will be filling an insignificant clerkship.

The unfairness of this treatment consists not in citing this incident as a possibility in real life but rather in so stating it as to leave the impression that the scholarly boy is likely to fail as the result of his college record. Nothing is said about the possession or the lack of other elements that make for failure or success in life. The reader would infer that the success of the first boy was due primarily to his lack of scholarship, while the second was heavily handicapped by his excellence in the classroom. Now as a matter of fact, brilliant students do not always attain that eminence in after life which is predicted for them because of their intellectual acumen. They sometimes teach in an obscure educational institution or preach in a very ordinary field. For special reasons they may sometimes be found earning a living in a still more humble

station. Yet in any event, whatever destiny may have in store, the mind, stocked with sound learning and enriched with the treasured wisdom of the past, cannot help but be a solace and a joy to one who has the instinct of the true scholar.

Such a man may fail to obtain a position in the world commensurate with his intellectual ability because of the lack of important personal qualities, such as initiative, courage, persistency, tact, a genial disposition, and the ability to organize and manage. Likewise the factor of poor health will militate strongly against any outstanding success. Conversely, the mediocre student who became manager must have had the personal characteristics and physical endowments needed for advancement; he would doubtless have done approximately as well if he had never seen the inside of a college. The conclusion to which the example points, that a poor scholar is more likely than a scholarship man to win success in after life, has yet—so far as I am aware—to be demonstrated. The evidence, in fact, points the other way. Let us not then decide offhand that, when a student shows a propensity for study and seeks to excel in his work, he is being insensibly wafted toward the rocks of failure, where his craft will be shattered and sink into oblivion. Otherwise, it will be our duty to warn him that, although his duller and more idle classmates may soon be managers, he will have to content himself in the future with counting cancelled checks.

# THOMAS JEFFERSON AND THE WORLD OF TODAY

EDWIN A. ALDERMAN

President of the University of Virginia.

[Boston Herald.]

We are beginning to prepare for our sesquicentennials. The foremost of these is the 150th anniversary of the signing of the Declaration of Independence, perhaps, in spite of its much derided "glittering generalities," the most appealing and influential political document of modern history. By an odd and interesting coincidence, this event synchronizes with the 100th anniversary of the death of Thomas Jefferson, the author of the great paper.

In the degree in which personality excites and moves men more than institutions or theories, the thought of mankind will be centred upon Jefferson, and there will issue new appraisements of that remarkable man free from personal passion and unclouded by prejudice. It will be revealed that he had his full quota of faults of temperament and emotional organization. He lacked the grand balance of George Washington, the lovableness and lucidity of John Marshall, and the penetrating directness and genius for order of Alexander Hamilton; but certain divine fires burned in his soul that did not burn so brightly in their souls, and this is why he has been and is and will continue to be the titular saint of all parties of protest and individual liberty that have appeared or shall appear in our democratic story, no matter what names they may take unto themselves. Whenever freedom of mind or body or spirit is in danger, and men group together in blocks or parties to fight for principles, they will hark back to Thomas Jefferson. He was an aristocrat in his social tastes and his intellectual processes, but no modern statesman has so revered the dignity of the individual and has been willing to put such trust in his ultimate integrity. This is why he has not frozen into an idol or grown into a dim and legendary hero, but strides about among men, still evoking their dislikes and their loyalties. He was a creature of passions and hatreds. He hated and combated with antique pertinacity and fierceness, ignorance, tyranny and intolerance, and he loved and tirelessly sought after enlightenment, justice and open-mindedness.

And he did more than merely hate and love. He translated his emotions and convictions into institutions. Wherever in this mighty republic, now grown so great and powerful as to excite the envy of less favored nations, a schoolhouse stands, it owes some measure of its foundation to Thomas Jefferson. Wherever simple men may work and build and rear their families in the certainty of some degree of equality before the law, they owe a debt of gratitude to Thomas Jefferson. Wherever free citizenship may pursue the truth as their minds perceive it and declare that truth reverently and fearlessly, they owe something of that inestimable privilege to the passion of Thomas Jefferson for freedom of the mind. What matters all the honors and offices and versatilities if this residuum of fame and usefulness is left? What matters this or that vagary or peccadillo? Humanity owes an everlasting debt to Thomas Jefferson, and this virile nation which, thirteen years after the signing of the Declaration of Independence, issued out of its glorious optimism, may well put itself to school to master and readapt, to modern times, the great trivium of education, justice and toleration which he prescribed as the minimum requisites for graduation in the heroic and difficult school of democracy.

# SPELLING BY "TRIAL AND ERROR"

ALMON WHITNEY BURR

Beloit College

By that way children have been learning to spell for a long time. Lists of words are given them to study, but the attention of pupil and teacher is upon spelling, marking mistakes, and correction, the method of "trial and error."

Has not the effort in learning to spell been put in the wrong place? The spelling of a word, like hand writing, tends to become speedily automatic. The letter form is relegated to the lower brain centres. Poor spellers are such usually because they learn their mistakes first. If John for the first one, two, or three times writes *shure, thare,* for *sure* and *there,* he thereafter writes *shure, thare,* unless some jolt of association brings up some correction. The bad speller usually misspells his words the same way and correction does little good. The mischief was done before the correction.

KNOWING THE RIGHT SPELLING.

Now if John could learn misspelling, he could have learned right spelling. How? By ways and devices for having him know the right spelling before he spells. For instance, when the children can write—and much spelling before that time is a pointless task—have the class with the teacher choose, pick out, a half a dozen or more words from the day's reading lesson and copy them into notebooks. As study work the words are copied two or three times on slips of paper, and are handed to the teacher just before spelling the next day. At spelling time the words are pronounced by the teacher and spelled on loose paper. Pupils then exchange papers, and a pupil or the teacher takes one of the papers, pronounces and gives orally the correct spelling. Each pupil marks and counts the misspelled words on the paper in his hand and announces in turn the number of mistakes. The papers may then be passed to the teacher, or a designated pupil, to make a list of the misspellers and the number each missed. The papers may sometimes be handed back to the spellers and often destroyed. The words for the next lesson will be chosen at the next spelling period and copied, but each pupil will hand in as study work, the words written twice, plus twice the number missed at the last spelling, or he may be asked to copy again twice from his notebook the list that he has just spelled and contains his misspelled words.

Lists may sometimes be made up by class and teacher of names of familiar animals, toys, actions, things to eat, in the home, etc. Children will read and spell words of two, three and even four syllables, if they are familiar, just as readily as words of one syllable. *Telephone* is easier than *dough,* or *cough.* The children need not be asked to correct or rewrite in repetition their misspelled words. The less they see them, the better.

HOW TO BECOME EYE-MINDED TO WORDS.

Good spelling ability means becoming ultimately eye-minded to word forms. The person who has this way of seeing words says at the mention of a new name, "Spell it." To give the child this eye-mindedness to words should be the aim of the spelling work in the fourth, fifth and sixth grades. That habit will do more for good spelling than any conning of a spelling book, and the habit must be formed in those grades or almost never.

The noticing of spelling may be induced in one way as follows: Ask the children to bring to the spelling class ten words that they think they need to learn, copied from the day's arithmetic lesson. The teacher takes one of the lists, pronounces a word and asks: "How many had that word?" If accepted by the teacher, the word is written on the blackboard by a pupil and copied into spelling notebooks. The teacher proceeds with the lists until fifteen or twenty words are accepted as the spelling lesson. As preparation the lesson is copied twice plus once for each word missed at the last spelling and handed in before spelling. Or better, the copying for a month may depend upon the previous month's record of mistakes.

After the spelling, the papers may usually be handed to two of the class for marking mistakes, checking papers handed in, and reporting the names and number of mistakes of each, to the teacher. The two may be excused from spelling for a week for that purpose.

After two weeks on the arithmetic, the spelling lesson may come from the daily reading lesson, from the geography, history, grammar lessons. Pupils may bring in carpenter's words, all the occupational words, kitchen and all household words, garden, grocery, business, church, Bible, civic, school lists of words. Those accepted are copied into notebooks and spelled.

Such a procedure should form two habits; the habit of the correct spelling, and the habit of minding the spelling of words.

In the sixth or seventh grade an intensive study of a spelling book, as a round-up of words, may be wise. But the spelling book may be thrown away, if the habit of noticing spelling has been formed. The condemnation of the spelling book is the fact that its use does not tend to that habit.

If a pupil has come to high school or college and "can't spell," the regimen needed is

not correction of his misspelling, but the daily copying and handing in, lists of ten or twenty words from each of his lessons. That means observation and a new habit with a word. He misspells without noticing and from a bad habit. He could remedy his spelling without a teacher, if he would keep up the daily task and copy accurately.

WHAT WILL THIS WAY TO SPELLING DO?

What are the claims of this personal, finding, preparing approach to spelling over the present spelling book, "trial and error" method?

1. The child has a personal interest in the words. They are chosen and in competition with others.

2. The child has far more the companionship, and feels the interest, of the teacher in the hardest, dreariest task of the schoolroom, learning English spelling. It is helping him to do, and not a marking of failures.

3. Using every other period for preparation and first, puts emphasis on preparation and not on results, grades and mistakes. Preparation is assured.

4. The words have associations of thought and use: in the daily lessons, in the daily life about the pupil. Words have group relations, as carpenter, dining room, garden terms, which is far better for the child than running to a dictionary. The words are thus close to the pupil's experience, are vital to him.

5. The words are correctly pronounced before studied. The right pronunciation goes in mind with the studying, a great advantage.

6. There is no waste of time over words not likely to be misspelled, or likely never to be used, a great saving. The acceptance of words by the teacher prevents such waste.

7. A large use of the pupil is possible in checking and correcting papers and in recording results. This is better for him than spelling. It releases the teacher for better work. A great gain.

8. As each pupil keeps a spelling notebook of all words, reviews and tests are possible. He makes his spelling book as he goes along.

9. The pupil may carry the mental picture of the word not in print letters, but in his own script, and has it in that form for comparison in his future use of it. A helpful association.

10. A great gain with this approach is a right habit with a word by observation and use from the first contact with it. And habit determines future use in matters of form. The goal is to have the right form for the first personal need. The choosing and the copying before the test of spelling make for that goal. Choosing means thinking about the word, and copying is doing something with it.

11. A habit of noticing the spelling of words is induced, the indispensable condition of good spelling. That is where the universal practice of giving the child spelling words fails. He has simply the association of mental repetition of a lone word in his study. In choosing his five or ten words, he looks at and compares many, many more. When the habit of noticing is established children will spell. And when it is, children should be excused from spelling whether in the fifth or seventh grade. There is a lot of waste motion in making those who can spell keep on spelling because they belong to a class. They may be released to help the teacher.

12. This attention to preparation and its results will be helpful to the pupil in his other studies. It gives a concrete example, plainly seen, of what the right kind of work will do. Hated spelling, strange as it may seem, may be the means of giving the child the habit and the joy of good preparation, one of the richest gifts of the school to the child.

13. This approach does not lessen the care and responsibility of the teacher for good spelling, but it transfers her service from hearing and marking spelling to the preparation for spelling, from an imposer of dull tasks to a companion of children in their discovery of words, from an endless marking of poor papers after spelling, to the interesting study of devices for better work before spelling. That is the new use of the "trial and error" method that will pay best for both pupil and teacher. It is alive with personality for both and not mechanical.

The writer is not setting forth a mere theory of teaching spelling. He has tried it out on the mountain boys and girls of Kentucky, and it worked.

He hopes that this way to spelling will appeal especially to teachers of country schools, that whoever catches the vision of it and works it out will pass her vision on to others.

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**I believe that education is the fundamental method of social progress and reform. . . . I believe that education is a regulation of the process of coming to share in the social consciousness. . . . I believe that the school is primarily a social institution. Education being a social process, the school is simply the form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends. I believe that education, therefore, is a process of living and not a preparation for future living.**

—John Dewey.

## ARE INTERESTS OF THE INDIVIDUAL AND OF SOCIETY IDENTICAL?

J. A. STARRAK

Iowa State College

There are good reasons for the opinion, held by many of our leading educators, that the preparation of our boys and girls for future citizenship constitutes the most important objective of our public school education. I was not surprised, therefore, to find the subject given a large place on the program of a national convention held during the year. Many excellent addresses and papers gave evidence of the fine ideals of citizenship entertained by our educators and in addition set forth some really progressive practical programs for realizing these ideals.

But there was one thought running through all the addresses, and the discussions which followed, with which I find myself disagreeing. The principle seemed to be taken for granted by all speakers that in order to be a good citizen it was necessary to deny oneself of many things really worthwhile in the way of personal liberty and welfare. They seemed to entertain the idea that there is a conflict between individual welfare and the good of society.

Now it appears to me that this principle is false and that the teaching of it as one of the basic principles of good citizenship is not only unnecessary but is very likely to affect seriously the efficiency of our citizenship training. Is not the opposite true? Is not that which is really best for the individual also best for society? That is the principle I would teach, for it seems to me to be the true one. Can you think of anything which contributes to the real welfare of the individual which will be harmful to his fellows? Can you think of anything good for society which is not good for the individual? I fail to do so. If this is true, then we should teach our children this great underlying principle of human welfare. We will thus make clear to them that their best interests individually are to be found in the best interests of the group; that he, as one member of a highly organized body, cannot really prosper if the remainder of the body suffer thereby, neither can the body be perfectly well if he is not right. Of course the use of this principle in the teaching of citizenship will make it necessary to teach our children to recognize and appreciate those things which contribute to their real welfare and to distinguish these true values from the many prevailing false ideas as to what constitutes real human welfare. But what better could we do for our children than this very thing?

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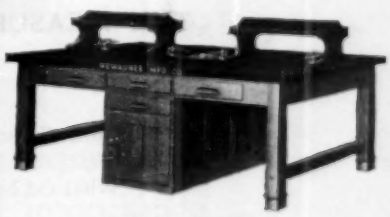

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# WHO'S WHO AND WHAT THEY DO

**EMMA W. BOCK,** tourist manager, Chicago, Burlington and Quincy Railroad." This is the card of a former teacher, a graduate of Chicago University in 1917, who in five years since resigning her educational position has made for herself this unique place in the annals of woman's railroad service—the first, it is said, to occupy such a post. The way she did it was simple. She made herself an encyclopedia of information about the C. B. Q. Nobody in the railroad office knew so much about the railroad. It is recorded that during the past five years she has traveled 30,000 miles from coast to coast, priming herself with facts about the Yellowstone, the Grand Canyon, Glacier Park and the rest of the resorts of interest to the tourist.

**EDWARD C. ELLIOTT,** president of Purdue University, though he has been at the head of the university scarcely a year, is already high man in the state on educational programs, especially in the inauguration of college presidents and in the dedication of buildings. This is not strange, for Dr. Elliott always says something that is refreshing in a most refreshing way. At the dedication of the $600,000 junior high school building at South Bend he brilliantly portrayed the Twentieth Century Crusade of 24,000,000 school children, 6,000 miles long, 4,000 to a mile, with no distinction as to class, every child offered as good an education as any other child, and all as good an education as money can provide and as good as anyone knows how to supply. It means much to Indiana to have such a man with such a message speaking to all classes of people on such significant occasions.

**D. E. CLOYD,** superintendent of Huron, South Dakota, has asked to be released on August 1, that he may accept the deanship of education in Sioux Falls College. He was dean of the School of Education in Des Moines College for nine years, and welcomes the opportunity to return to college work. He has seen great changes in Huron in his five years there. Superintendent Cloyd has made midweek religious education through co-operation with twelve churches one of the most important achievements of any city in the country. In the five years Huron has established a library of books for grade classes in every school in the city. The high school enrollment increased from 368 to 550, or 50 per cent. Parent-Teacher Associations have been organized and have an active membership of 700. These are a few of the more important achievements of the five years.

## THE MEASURE OF A MAN

Not—
"How did he die?"
But—
"How did he live?"
Not—
"What did he gain?"
But—
"What did he give?"
These are the units
To measure the worth
Of a man, as a man,
Regardless of birth.
Not—
"What was his station?"
But—
"Had he a heart?"
And
"How did he play
His God-given part?
Was he ever ready
With a word of good cheer,
To bring back a smile,
To banish a tear?"
Not—
"What was his church?"
Nor—
"What was his creed?"
But—
"Had he befriended
Those really in need?"
Not—
"What did the sketch
In the newspaper say?"
But—
"How many were sorry
When he passed away?"

—Kansas City Times.

# AMERICA'S NEED FOR EDUCATION

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"It is not too much to say that the need of civilization is the need of teachers. The contribution which they make to human welfare is beyond estimation. In our own country this service was never better performed than at the present day."

"Certain mental tests have been tried for the purpose of estimating the intellectual capacity of individuals, and there has been an attempt to draw the conclusion that there exists a large body of people endowed with only a moderate mentality. But the capabilities of these people to respond to educational training is still unknown and no one has yet put a measuring stick on the possibilities of the human soul."

"One of the leading characteristics of modern life is its impatience. People are ambitious to secure the result without being willing to pay the necessary price for its attainment. They want the results of discipline without submitting themselves to be disciplined."

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# THE PULITZER PRIZES

The annual award by the advisory board of the School of Journalism in Columbia University is an event of great interest to educators both on account of the amounts and special significance of the Pulitzer prizes, and because of the confidence of the public in the judgment of those who make the decisions. The members of the board who made the awards for 1924 were: Ralph Pulitzer of the New York World; Solomon B. Griffin, the Springfield (Mass.) Republican; Victor F. Lawson, the Chicago (Ill.) Daily News; Melville E. Stone, the Associated Press; Alfred Holman, the San Francisco (California) Bulletin; Arthur M. Howe, the Brooklyn (N. Y.) Daily Eagle; Robert Lincoln O'Brien, the Boston (Mass.) Herald; Rollo Ogden, the New York Times; Joseph Pulitzer, the St. Louis Post-Dispatch, and Edward Page Mitchell, the New York Sun.

A. Prizes in Journalism:—

1. For the best editorial article written during the year, the test of excellence being clearness of style, moral purpose, sound reasoning and power to influence public opinion in the right direction, due account being taken of the whole volume of the writer's editorial work during the year, five hundred dollars ($500).

Awarded to the Charleston (S.C.) News and Courier, for the editorial entitled "The Plight of the South," published November 5, 1924.

2. For the best example of a reporter's work during the year, the test being strict accuracy, terseness, the accomplishment of some public good commanding public attention and respect, $1,000.

Awarded in duplicate to Messrs. James W. Mulroy and Alvin H. Goldstein for their service, while members of the staff of the Chicago Daily News, toward the solution of the murder of Robert Franks, Jr., in Chicago on May 22, 1924, and the bringing to justice of Nathan F. Leopold and Richard Loeb.

3. For the best cartoon published in any American newspaper during the year, the determining qualities being that the cartoon shall embody an idea made clearly apparent, shall show good drawing and striking pictorial effect, and shall be helpful to some commendable cause of public importance, due account being taken of the whole volume of the artist's newspaper work during the year, $500.

Awarded to Rollin Kirby of the New York World, for the cartoon entitled "News from the Outside World," published October 5, 1924.

B. Prizes in Letters:—

1. For the American novel published during the year which shall best present the wholesome atmosphere of American life, and the highest standard of American manners and manhood, $1,000.

Awarded to "So Big," by Edna Ferber, published by Doubleday, Page & Company, Garden City, N.Y., 1924.

2. For the original American play, performed in New York, which shall best represent the educational value and power of the stage in raising the standard of good morals, good taste and good manners, $1,000.

Awarded to "They Knew What They Wanted," by Sidney Howard, produced at the Klaw Theatre in New York during the season 1924-25.

3. For the best book of the year upon the history of the United States, $2,000.

Awarded to "A History of the American Frontier," by Frederic L. Paxson, published by Houghton Mifflin Company, Boston, Mass., 1924.

4. For the best American biography teaching patriotic and unselfish services to the people, illustrated by an eminent example, excluding, as too obvious, the names of George Washington and Abraham Lincoln, $1,000.

Awarded to "Barrett Wendell and His Letters," by M. A. DeWolfe Howe, published by the Atlantic Monthly Press, Inc., Boston, Mass., 1924.

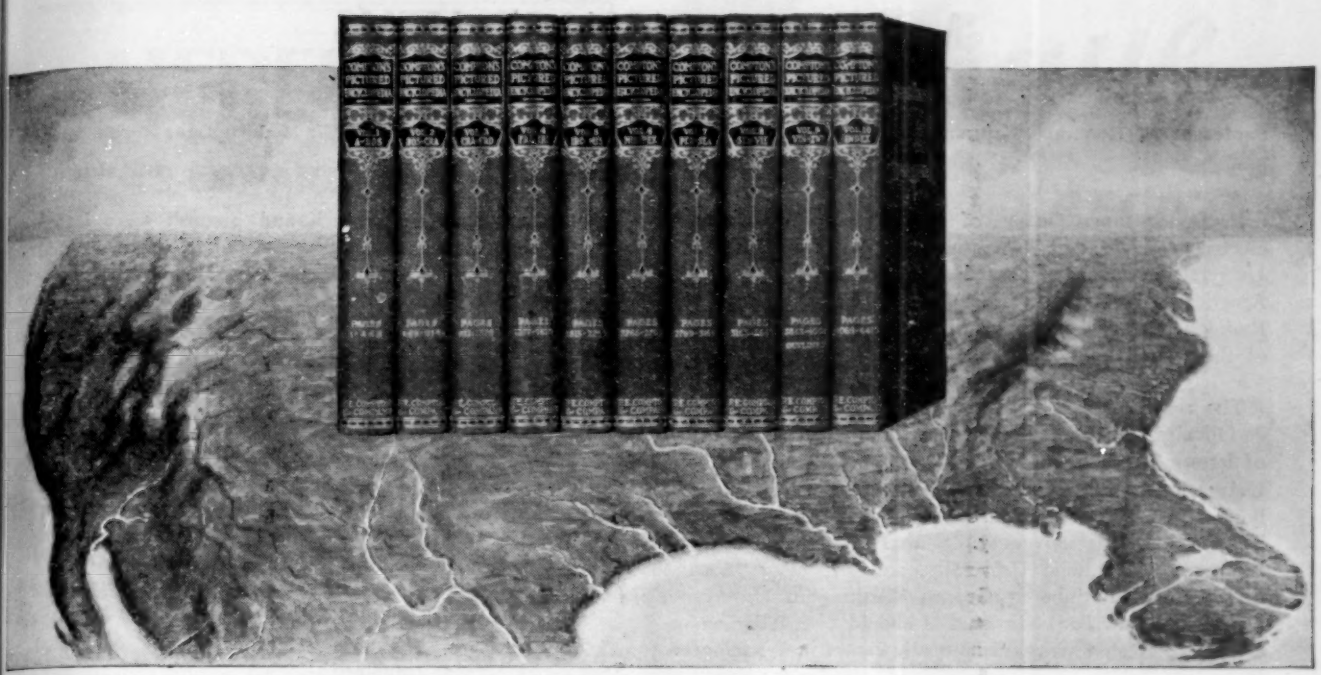
5. For the best volume of verse published during the year by an American author, $1,000.

Awarded to "The Man Who Died Twice," by Edwin Arlington Robinson, published by the Macmillan Company, New York, 1924.

## JAMES LANE ALLEN

M. A. CASSIDY

Kentucky Cardinals, your sweet flutes bring
And play a dirge o'er James Lane Allen's grave:
Let all the trees, bedecked by Emerald Spring,
In solemn cadences their branches wave;
And Nature's myriad voices requiems sing
In harmony with your entrancing note,
For him who soared aloft on Fancy's wing
And Nature glorified in all he wrote.
High Priest of Nature, Allen sweetly sleeps
Beneath the soil he proudly gave to fame:
And his Kentucky now the harvest reaps,
Of what he wrought, in higher, nobler name.
Then sing, Kentucky choristers, O sing,
While fresh blown flowers their fragrant censers swing



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Professor of Romance Languages, George Washington University, Washington, D. C.; Modern Language Editor, Journal of Education.

Professor James Geddes of Boston University has been elected president, and Professor Olin Moore of Ohio State University has been elected secretary-treasurer of the American Association of Teachers of Italian. Professor Rudolph Altrocchi of the University of Chicago is editor of the association's Bulletin.

The remarkable Ibero-American library of Dr. Manoel de Oliveira Lima, the eminent Brazilian statesman and man of letters, is now in process of cataloguing at the Catholic University, Washington, D. C. It is hoped to have it housed in a special section of the new library building to be erected by the university. With Professor de Oliveira Lima at the Catholic University, and Professor Joaquim de Siqueira Coutinho at George Washington University, Portuguese and Brazilian studies should benefit by an increased interest, which will naturally centre in Washington.

Professor Gilbert Chinard of Johns Hopkins University continues his studies of the literary relations of France and America in "Les amitiés américaines de Madame d'Houdetot," just published by Edouard Champion, Paris.

"Spanish: Its Value and Place in American Education" is an interesting 88-page pamphlet, beautifully printed, that should be in the hands of every school administrator. It may be ordered through Professor Alfred Coester, Stanford University, California.

Luigi Pirandello, the Italian playwright and novelist who created such a stir here and abroad, is to direct a new theatre in Rome devoted to the production of plays by outstanding younger dramatists of Italy and other countries. Among those whose plays it is planned to produce are Eugene O'Neill (American), Jules Romain and Jean Cocteau (Frenchmen), and Gregorio Martinez Sierra, Ricardo Baroja, and Jacinto Grau (Spaniards).

The Foreign Language Information Service, 119 West 41st Street, New York City, publishes—among other things—an interesting magazine called The Interpreter.

Giovanni Verga, the Italian novelist, whose short story "Cavalleria Rusticana" furnished the plot for Mascagni's famous opera, is coming into his own with the American reading public. Thomas Seltzer, Inc., of New York, has recently published two books by Verga, "Mastro-Don Gesualdo" and "Little Novels of Sicily." D. H. Lawrence, the well-known British novelist, is the translator.

The Carnegie Endowment for International Peace, Division of Intercourse and Education, has undertaken the publication of a series of "Interamerican Digests." The first number is a digest of the economic development of Argentina in the last fifty years, compiled by Dr. Peter H. Goldsmith, director of the Interamerican Section of the Endowment and editor of "Inter America."

One of the best modern language teachers' bulletins is that published by the Wisconsin Association of Modern Foreign Language Teachers under the editorship of Professor B. Q. Morgan, University of Wisconsin. The January and February numbers contain a vocabulary list for the first two years of high school German.

Vocabulary lists for French and Spanish were issued several years ago as supplements to Le Petit Journal and El Eco, published by Doubleday, Page and Company, Garden City, New York.

## FOR SPANISH TEACHERS.

Do your pupils know that:—

Puerto Barrios, Guatemala, is nearer to New York by water than Galveston is?

The sun rises on the Pacific end of the Panama Canal and sets on its Atlantic entrance?

A line drawn directly south from the Statue of Liberty would run through the Pacific Ocean west of Valparaiso?

Valparaiso is nearer New York than Rio de Janeiro?

Brazil is larger than the United States?

Chile's Pacific coast line is as long as that of the United States and Mexico combined?

The famous Italian publishing house of G. Barbèra, Florence, has just issued an attractive new catalogue.

"Plato is never sullen. Cervantes is never petulant. Dante never stays too long."—Lord Macaulay.

France and Mexico have established two university exchange professorships. Dr. G. Dumas, the first French exchange professor, has already reached Mexico and has begun his work.

In May of this year the University of Pavia, Italy, will celebrate the eleventh centenary of its foundation. Lothair, king of Italy, designated Pavia as the seat of higher education for the region of Lombardy in 825.

Professor Guillermo Hall of Boston University has prepared an interesting pamphlet on "Teaching Languages: Why and How of the Direct Method," which may be obtained from the World Book Company, Yonkers, N. Y.

Blackwood of London has published a book by M. Sterling Mackinlay on "García the Centenarian and His Times." García was a Spanish musician and scientist, inventor of the laryngoscope, father of Malibran, and teacher of Jenny Lind and Melba. He lived from 1805 until 1906.

The Rivista d'Italia e d'America is an illustrated monthly magazine of American and Italian life, culture, and economics, containing articles in both English and Italian. It is published at Rome (Corso Umberto I, 271).

The University of Chicago Press has just published three books of interest to students of modern languages: "Novelle e poesie" by Fucini, edited by Dr. Henry Furst (University of Chicago Italian Series); "Spanish Grail Fragments," edited by Professor Karl Pietsch; and a revision by Major J. G. McIlroy (United States Army) of Chamberlain's "Japanese Grammar."

The Literary Digest for January 24, 1925, has an interesting article on the great Spanish painter Zuloaga.

# HEREDITY

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This is the greatest contrast of family inheritance that has ever been published. There has never been a study of a noble American family for two hundred years except this study by A. E. Winship.

There is no other American family with such a record as this and there is no other study of this family.

The book, which was first published twenty-five years ago and had a large sale and great influence, has been out of print for some time. In response to numerous requests, we have decided to republish it.

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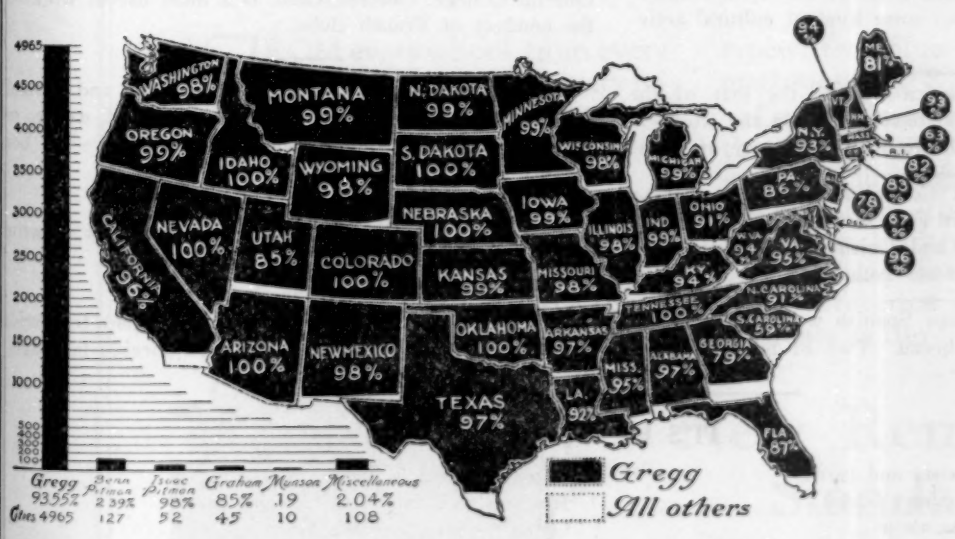


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Professor Marcel Moraud of the University of Toronto has published through the Oxford University Press an excellent new "French Composition." Other recent publications of the Oxford University Press are two plays of Dumas fils, "La dame aux camélias," edited by Professors Hugh A. Smith and R. B. Michell of the University of Wisconsin, and "Le fils naturel," edited by Professor Smith and Professor C. E. Cousins of the University of Iowa.

Of interest to students of Old French is the splendid "Historical French Reader," edited by Professors Paul Studer and E. G. R. Waters, from the same press. The "Reader" in a measure replaces Toynbee's "Specimens of Old French," now out of print and hard to obtain. Those who are interested in the Old French element in English will be glad to have Vising's "Anglo-Norman Language and Literature," another new publication from the same list. In the field of French phonetics there is a revised edition in English by D. L. Savory and Daniel Jones of Paul Passy's "The Sounds of the French Language" (Les sons du français).

Salvador Madariaga's "The Genius of Spain," also published by the Oxford Press, continues to receive enthusiastic notices both here and abroad.

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Lovers of François Villon will enjoy Heyer's "Retrospect of François Villon" (Oxford University Press). Stevenson's "Francis Villon: Student, Poet and Housebreaker," and "A Lodging for the Night" will never lose their charm. Both are available in "The Little Blue Books," by the way.

—o—

Gabriel Miró's "Figures of the Passion" has just been translated into English (Chapman, London).

—o—

"The present methods of industry, with all their dependence upon invention and their subordination to science, are narrowing rather than broadening in their effect upon employees. This in no degree detracts from the dignity of work, but it has produced a kind of work which is very different in its effect upon the development of mankind. The machines of the shops have a tendency to make machines of the employees. This must be met by a countertendency. There is but one: some kind of cultural activity."—Calvin Coolidge.

—o—

"Central and South America will be the seat of the greatest economic and social development in the world in the future."—Hon. Frank B. Kellogg, Secretary of State.

—o—

The Summer Session of Columbia University offers a varied program of courses in French, Spanish, Italian, German, Slavonic Languages, and Oriental Languages. The session opens July 6 and closes August 14.

—o—

Concha Espina, the famous Spanish woman novelist, is receiving much attention abroad. Two of her novels are available in English translation: "The Red Beacon" (Appleton) and "Mariflor" (Macmillan).

—o—

The Johns Hopkins University Press announces "The Johns Hopkins Studies in Romance Languages and Literatures," under the editorial direction of Professors D. S. Blondheim, G. Chinard, and H. C. Lancaster. Volumes will be issued from time to time.

—o—

The Gregg Publishing Company issues a quarterly magazine for Spanish-speaking stenographers, El Taquígrafo Gregg.

—o—

The New York City "Syllabus for High Schools in Modern Foreign Languages" and the "Reading Lists" to accompany the syllabus, contain material that will be of great value to all teachers of modern languages. Another source of inspiration for which our thanks are due to the educational authorities of New York City is the "Bulletin of High Points," published under the editorship of Lawrence A. Wilkins, director of Modern Languages in the High Schools, with the assistance of associate editors representing other subjects. The January number, for example, contains a useful and extensive list of German *realia*.

—o—

Professor E. Allison Peers of the University of Liverpool will conduct the sixth annual Summer School of Spanish at Santander, Spain, from August 6 to September 2, with an optional preliminary course from July 20 to August 3. The standing of Professor Peers is such as to make this school one of the most attractive to American teachers of Spanish.

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The Division of Modern Languages at Harvard University has adopted the tutorial system for students concentrating in modern languages. Excluding freshmen, last year 529 students concentrated in English, 187 in Romance Languages, and 29 in German.

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"Le Cercle Français," by Professor R. P. Jameson of Oberlin College, Oberlin, Ohio, is a most useful work on the conduct of French clubs.

—o—

"We must have closer relations, educational and cultural rather than commercial, with Latin America if we are to hold the friendship of our southern neighbors."—Dr. Leo S. Rowe, director, Pan-American Union.

—o—

"Spain is a country where men still know how to write plays."—G. Bernard Shaw.

—o—

The editor of this department will be glad to receive notes of interest to teachers of modern foreign languages.

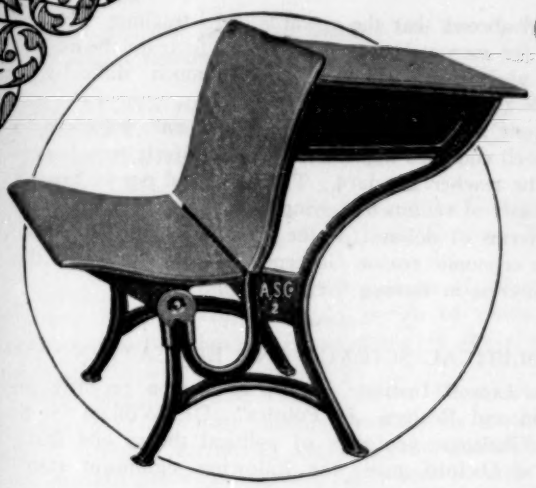
## IT'S UP TO YOU

Life is queer with its twists and turns,
As every one of us sometimes learns;
And many a failure turns about
When he might have won had he stuck it out;
Don't give up, though the pace seems slow—
You may succeed with another blow.

Often the goal is nearer than
It seems to a faint and faltering man;
Often the struggler has given up
When he might have captured the victor's cup;
And he learned too late, when the night slipped down,
How close he was to the golden crown.

Success is failure turned inside out—
The silver tint of the clouds of doubt,
And you can never tell how close you are—
It may be near when it seems afar;
So stick to the fight when you're hardest hit—
It's when things seem worst that you mustn't quit.

—National Republic



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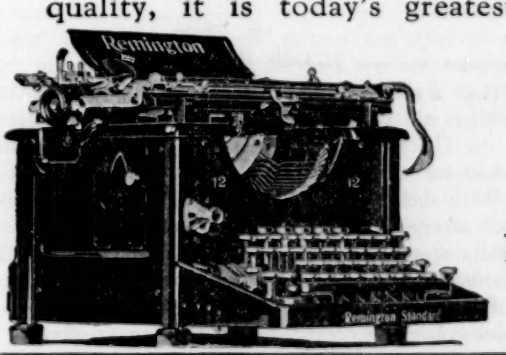


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# EDUCATIONAL FORUM

## THE BELOVED DEAN OF HARVARD.

[The Harvard Lampoon.]

Men tell of an ancient and singularly happy custom that prevailed in Cathay in the far-off days of the Great Khan. There the wise men, the scholars to whom the education of the youth was entrusted, were held in admiration and affection—not unmixed with awe. There was a reverence due the master, distinct and apart from obedience to father and to emperor. So it was, that when the pleasant years of leisure came to the teacher he received the highest rank and honor of his calling.

In the cool of the evening the sages foregathered near the gates of the town, holding the place of honor among the city fathers, while around them, in the dusk, sat the elders, the labors of the day ended, listening entranced to the counsel of the wise.

How peaceful, how full of rest and happiness was that hour; the shadow of the wall behind them, the dull booming of some distant temple bell, muffled and mysterious in the night air. And one by one the stars came out.

It must be to some such seat among the mighty that Le Baron Russell Briggs, full of years and love and honors, has come at last. Now, at the top of life's long summer afternoon, he sits down with the Masters to tell us of the loftiest, gentlest learning that mortal man has yet devised, the story of the secret places of the heart and the wisdom of the wise.

"Wherefore, praise we famous men
From whose days we borrow,
They that put aside today,
All the joys of their today
And with toil of their today
Bought for us tomorrow—"

—o—

## RARE ATLAS OF THE HEAVENS.

Both Trinity College and Yale University are endeavoring to obtain a rare and ancient atlas of the heavens, compiled by the Rev. John Flamsteed, England's first astronomer royal, a volume found hidden under the eaves of an old Hebron, Conn., house when it was being renovated. The house was built in 1750 and the volume found was dated at London and printed in 1753. The book is embellished with a handsome likeness of the author, in his curled, powdered wig and clericals. There are about thirty large double-page illustrations showing the constellations in their proper places in the heavens.

The distinguished author was born in 1646, and it was for his use that the royal observatory at Greenwich, called Flamsteed house, was built.

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## TEACHERS' SALARIES.

The following excerpts from an editorial in the New York Herald Tribune apply equally well to teachers' salaries in most parts of the country.

The teachers have an argument on the ground of public expediency. Their salaries have not a purchasing power equivalent to that of the schedule of 1914. It is a common practice—indeed, a necessity—for many of them to do outside work to make ends meet. The excessive drain on energy does not make for good teaching. If, as District Superintendent Tildsley says, teaching in New York has become virtually a part-time job, the quality of instruction must suffer.

Under these conditions there is bound to be progressive deterioration in the school force. The picture of an enervated staff struggling to keep the wolf from the door may be somewhat exaggerated, but at any rate the impression is spread abroad that the rewards of teaching are too meagre for men and women of ability to train themselves for the profession. There is already much difficulty in filling vacancies with competent teachers.

The state must either make the recompense sufficient to attract well equipped applicants or resign itself to a lowering of the teacher standard. The case need not be argued on the basis of sentimental sympathy. The city must compete in terms of dollars for the kind of teachers it needs. For this economic reason Governor Smith will consult the public interest in signing the Ricca bill.

—o—

## POLITICAL SCIENCE AND EDUCATION.

In his Lowell Institute lecture in Boston recently on "Idealism and Realism in Politics" Dr. William G. S. Adams, Gladstone professor of political theory and institutions at Oxford, made the following significant statement:—

"Today we are faced with the growing complexity of economic life. We are seeing the interconnection of the different parts of our social problem, but there is with all democracies the wider appeal of leadership for less fortunate races. This it is which makes politics so full of meaning for our modern life. The more complex the field, the more we must bring all the resources of our civilization to bear. Political science is therefore the subject which must be the heart of our modern education."

—o—

Fritz Baedeker, head of the firm of Karl Baedeker, publisher of the well-known travelers' guide-books, whose death has recently been announced at Leipzig, Germany, at the age of eighty-one, was only fifteen years old when he took over his father's business in 1859.

The Baedeker family has been engaged in making and selling books for nearly three hundred years. Some ninety years ago the Murray handbook suggested to the elder Karl Baedeker the preparation of the guide-books that have become famous. They number seventy and cover every part of the globe likely to be sought by travelers.

The volumes on Belgium and Holland, Germany, Austria, and Switzerland were issued from Coblenz. The establishment, then considered enormous, was transferred to Leipzig in 1872, and it has grown steadily ever since. The Baedekers proudly asserted that the pages of each book were kept permanently standing in movable type and were revised from year to year. The maps were marvels of accuracy and detail. Every railway, however small, in Europe or Asia was shown. A revision of the handbook of Canada, first published in 1894, was among the first guide-books to be issued after the World War.

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## HOME ECONOMICS.

Half a century ago, when home was the laboratory and mother still was the only teacher, the first special courses in the United States in the art of homemaking were established for women at Kansas State Agricultural College.

With such instruction available in varying degrees to almost every school girl in the country, the college recently held a semi-centennial jubilee celebration marking the completion of fifty years of home economics education.

For the first time in history, honorary doctors' degrees were conferred upon three women for outstanding work in home economics education and research. They were Mrs. Nellie Kedzie Jones, a graduate in 1876 and head of home economics extension work in Wisconsin; Mrs. Henrietta W. Calvin, '86, supervisor of home economics in the Philadelphia public schools; and Abby L. Marlatt, '88, in charge of the work at the University of Wisconsin.

# BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

**THE STONE ARITHMETIC:—**
**PRIMARY.** 306 pages.
**INTERMEDIATE.** 322 pages.
**ADVANCED.** 326 pages.
By John C. Stone, A.M., State Teachers College, Montclair, N. J. Chicago, New York, Boston: Benjamin H. Sanborn and Company.

There is art in the making of a series of school books. It may be art developed by the genius of vision, by the mastery of tradition, or by gambling in the chances of permanancy of present practices.

We have been interested in all of Professor Stone's ventures in arithmetic making because his gambling has been unusually fortunate. He is a good deal of a genius, but his adventures in ingenuity have been in such ventures as "A Child's Book of Number," rather than in "The Stone Arithmetics," in which he has developed "The Stone Leadership." He is a master of historical and traditional arithmetic making, and while never anchoring himself to the past he has never forgotten, as John Dewey says, that we must have the earth to walk on, the water to sail on, and the air to fly in.

The great achievement of J. C. Stone is his ability to teach children arithmetic rather than teach arithmetic to children, a distinction usually ignored. Everything depends upon where the emphasis is placed. He places it on the child and not on the subject, while the pedagogical curse is to place all emphasis upon the subject. In the grading it is particularly noticeable that he thinks of the children, while much of the curriculum making is based on the place where the subject divides most naturally, "The Stone Leadership" is the leadership of children rather than driving them up to the subject and holding their mind in the trough until the feed disappears in memory or through "drill." The element of leadership of children is always in evidence in whatever John C. Stone writes for children.

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**LISTENING LESSONS IN MUSIC.** Revised and enlarged edition by Agnes Moore Fryberger, educational director of the Minneapolis Symphony Orchestra. With an introduction by Osbourne McConathy. Boston, New York: Silver, Burdett and Company.

It may be pardonable for us to recall the fact in connection with Mrs. Fryberger's remarkable book on "Listening Lessons in Music," that it was in Minneapolis in 1914 that we had a paper at the Music Supervisors' National Conference on "Appreciation of Appreciation," which was one of the relatively important addresses it has been our opportunity to make.

Of course "Music Appreciation" is now the chief functioning of music making in school, and we are tempted sometime to reprint that address. To be ahead of the procession in vision is as great an achievement as anyone, who is an artist in nothing, can aspire to.

Mrs. Fryberger's book is a notable creation. As assistant supervisor of music in Minneapolis from 1911 to 1920, as director of music at the State Teachers' College in San Diego, California, in 1920 and 1921, and now as the head of a great educational work with a symphony orchestra, Mrs. Fryberger has studied the needs of teachers and children in acquiring an intelligent understanding of music. She knows music, knows music appreciation, knows children, knows teachers; all of which shows in the most practical and yet inspirational way in all that she writes, and "Listening Lessons in Music" is the "high spot" in her professional service.

The following paragraph from Osbourne McConathy's introduction to "Listening Lessons in Music" is interesting. While we are not in his class of "leading educators" we were of those who early recognized the importance of ability to listen to music with intelligent discrimination.

"In 1916 Mrs. Fryberger's pioneer labors in the field of Music Appreciation, together with the efforts of a few other notable men and women of deep insight and clear vision, were beginning to influence the thinking of many of our leading educators and musicians. The idea that the ability to listen to music with intelligent discrimination and heightened sensitiveness to its aesthetic appeal could be cultivated as an art in itself was recognized as a most important step toward the development in this country of a widespread love for worthy music."

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**WHITE SOX**. Animal Life Series. The Story of the Reindeer in Alaska. By William T. Lopp. Illustrated with Drawings by H. Boylston Dummer. Cloth. Yonkers-on-Hudson, N. Y.: World Book Company.

Animal life stories have a universal fascination, and reindeer have always interested children. Since the government has a business interest in domestic reindeer which Sheldon Jackson induced the Federal Government to introduce into Alaskan territory it has been important that the school interest children in these animals, for the care of which the United States Bureau of Education is now responsible.

Mr. Lopp, superintendent of education of natives of Alaska, and long-time superintendent of Reindeer in Alaska, fortunately has a brilliant literary style, and H. Boylston Dummer's artistic skill is of inestimable service in visualizing the literary pictures Mr. Lopp presents.

We read this story in the glacier country of the Great Northern Railroad, and for the first time had an adequate appreciation of what it meant for Sheldon Jackson, our friend of other days, to persist in having our government at Washington introduce these domestic reindeer, educating them to be prosperous and happy in the land of the native wild caribou.

The World Book Company is achieving something really worth while in education in providing for school boys and girls two such series of historically important and literarily charming stories as the Animal Life Series and the Pioneer Series, stories which should be in universal use for the pleasure of children and the good of America.

---

**EXERCISES BASED ON BALZAC'S EUGENIE GRANDET.** By René Vaillant, Instructor in Romance Languages, Barnard College. Paper. 54 pages. Price, 48 cents. New York: D. C. Heath and Company.

The use of suitable reading texts as the basis for exercises in oral and written composition, grammar review, etc., is not a new idea, but the preparation of actual exercise books, providing detachable sheets upon which such exercises may be written, is comparatively new. M. Vaillant is one of the innovators in this field. In this exercise book we have twenty-seven lessons based upon the Heath edition of Balzac's "Eugénie Grandet," edited by Professor A. G. H. Spiers of Columbia. Space is provided under each question for the answer, and, as indicated, each sheet is perforated so that it may be detached for correction. The essentials of French grammar are systematically reviewed, and grammar references are given, the New Fraser and Squair French grammar being used, though other standard grammars may be utilized just as readily. There is enough

material in the book for either one or two semesters, at the discretion of the teacher. French teachers using "Eugénie Grandet" for class reading will find it worth while to investigate this practical method of providing exercise material that is closely correlated with the reading.

---

**THE MENTAL GROWTH OF THE PRE-SCHOOL CHILD.** A Psychological Outline of Normal Development From Birth to the Sixth Year. By Arnold Gesell, Ph.D., M. D., Yale University. 200 photographs. Cloth. 447 pages. New York: The Macmillan Company.

Dr. Gesell has made an interesting study of a neglected field. There has been nothing quite like it, certainly nothing done so thoroughly. We welcome it most heartily because we have been somewhat skeptical about the feasibility of a scientific study, psychologically, of the pre-school child. While Dr. Gesell's studies are inconclusive as to the value of his deductions, and while they can hardly be claimed as demonstrating the psychological service of such study of the first three years of a child's life it is certainly interesting, even in those early years, whether they are scientifically important or not. There can be no question but that it is well to have the attempt made even if it serves no other purpose than to make it clear that the first three years are not of scientific psychological significance. We must all weigh and measure the contribution that Dr. Gesell thinks he has made in this elaborate study of pre-school children for six years.

Any criticism of Dr. Gesell's study must distinguish between his study of the first three and the second three years. We think there will be slight question as to the value of his study of the child from four to six whatever may be the estimate of his findings for the first three years.

---

**AN ANTHOLOGY OF THE MODERNISTA MOVEMENT IN SPANISH AMERICA.** Compiled and edited by Alfred Coester, Ph.D. (Harvard), assistant professor of Romanic Languages, Stanford University. Cloth. xxvii+314 pages. Price $1.48. Boston: Ginn and Company.

Dr. Coester, to whom American teachers of Spanish and students of Spanish-American literature owe this excellent book of selections illustrating the Modernist Movement in Spanish-America, has been one of the pioneers, as well as one of the outstanding scholars, in the study of the literature of Spanish-America. His "Literary History of Spanish-America" (Macmillan) stands as the only thoroughgoing treatise on the subject in English, and is the result of many years of painstaking research. In the present volume he gives us a comprehensive picture of the most significant movement in Spanish-American, and indeed in Spanish, literature at the close of the Nineteenth Century. The apostle of the school was of course the Nicaraguan Rubén Darío, and the adherents of the movement found their models, insofar as they had any, in French poets of the Parnassian and Symbolist schools. Our own Walt Whitman also served them as inspiration, in his freedom in choice of subject, in his originality in language, in his scorn of traditional metrics. Emphasis upon color and music, the development of new and untrammeled verse-forms, the worship of beauty in all its manifestations, a certain vagueness of expression—these are only a few of the qualities that make up the somewhat amorphous "Modernista movement." Professor Coester has culled 171 selections, mostly in verse but a few in prose, from such poets as Gutiérrez Nájera, Casal, Silva, Darío, Jaimes Freyre, Lugones, Valencia, Santos Chocano, and Amado Nervo, and from the great Uruguayan essayist, José Enrique Rodó (called "The Spanish Emerson,") whose "Ariel" was recently translated by former Ambassador Stimson. The introduction introduces the reader to the modernista movement and to Spanish versification, and contains also a splendid selected bibliography of the movement and of the poets represented in the book; while the notes are a veritable storehouse of information on the lives of the poets, and the significance of the individual poems, and explain all references in the text as well as difficulties of language and style. The volume makes excellent material for advanced Spanish classes, particularly in "survey" courses in Spanish literature, and should find its niche waiting for it on the shelves of lovers of Spanish everywhere.

---

**THE SCHOLAR'S ITALY.** By Florence Trail. Paper. 358 pages. Price, $2.00. Baltimore: Williams and Wilkins Company.

Miss Trail has already produced, among other works, "A History of Italian Literature," which follows a logical method of presentation and covers all the essential features of the history of Italian letters. "The Scholar's Italy" is a different sort of book. It is loosely put together, being rather a collection of essays on various topics of interest than a unified treatise. Used in connection with the author's "History of Italian Literature," however, it at once appears in its proper light as a handbook of supplementary material, giving closer study and providing richer detail in the various divisions of Italian literature with which it is concerned. The author also promises an "Anthology" of selections from Italian literature, which will round out her plan of operations.

"The Scholar's Italy" being frankly a collection of essays on varied topics we are not surprised to find chapters that range from a "General Outlook" to a treatment of "The Philosophy of Barzelotti"; from "The Studio of Bologna," to "Italian Women"; from "Sacred and Didactic Poetry of the Italians" to "Fogazzaro, Fiction and Reform." Attention is given even to Italian art, Italian sculpture and gardening, Italian music, Italian churches, palaces and monuments. Over eighty pages of the book are devoted to a comprehensive discussion of the works of Dante, in Latin and in the vernacular, in prose and in poetry, major and minor. The entire book gives evidence of much thought and much reading, and the treatment throughout is strikingly individualistic. Mechanically the book is very attractive. It will have a place on our shelves beside "A History of Italian Literature," with a vacant space next for the "Anthology."

## BOOKS RECEIVED

"The Financing of Education in Iowa."—"What Men Do." By William Marvin Jackson. — "Educating for Freedom." By Edward O. Sisson.—"The Story of Human Progress." By Leon C. Marshall.—"The Fundamentals of Statistics." By L. L. Thurstone. New York: The Macmillan Company.

"The Story of the University of Chicago, 1890-1925." By Thomas Wakefield Goodspeed. Chicago: The University of Chicago Press.

"Short Plays From American History and Literature." By Olive M. Price. New York: Samuel French.

"Short Stories." Edited by H. C. Schweikert.—"An Introduction to the Study of Literature." By Ralph Philip Boas and Edwin Smith. New York: Harcourt, Brace and Company.

"Automotive Electricity." By George A. Willoughby. Price, $1.40.—"Wood Finishing." By Harry R. Jeffrey. Price, $1.50. Peoria, Illinois: The Manual Arts Press.

"The Light Bearers: Stories of Old Greece." By Aldis Dunbar. Chicago: Beckley-Cardy Company.

"What the Pictures Say." By Maud Moore. Boston: New York: Educational Publishing Company.

"Elements of French." By Jacob Greenberg.—"The New Merrill Speller." Advanced Book. By Sterling Andrus Leonard and Edith A. Winship. New York: Chicago: Charles E. Merrill Company.

"Curriculum Adjustment in the Secondary School." By Philip W. L. Cox. Philadelphia, Chicago: J. B. Lippincott Company.

"Heroes in Friendship." By Basil Mathews. Price, 85 cents.—"An Up-to-date French Composition." By Frederick Charles Green and Joseph L. Barthelemy Fort. Price, $1.10.—"A History of French Literature." By C. H. C. Wright. Price, $3.50. New York: Oxford University Press, American Branch.

"Tory Democracy." By William J. Wilkinson. New York: Columbia University, Selling Agents. Longmans, Green and Company, Publishers.

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## EDUCATION IN ACTION

**This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.**

Dr. Fannie Fern Andrews, Massachusetts State chairman of the sixth quinquennial of the International Council of Women, has been appointed to serve on the honorary committee of experts during the quinquennial meeting in Washington from May 4 to 14, 1925. Dr. Andrews, with Mrs. Charles H. Bond, Mrs. Charles Sumner Bird, Mrs. Samuel W. McCall, Mrs. Marion L. Higgins, Miss Frances G. Curtis, Mrs. George W. Perkins, Mrs. Frederick Bagley and others on the Boston committee of the quinquennial, is arranging to entertain the foreign delegates who are coming to Boston after the Washington meeting.

The Frank Irving Cooper Corporation of Boston are architects of the new Junior High School in Quincy, Mass. The schoolhouse will be located at the corner of Hancock and East Squantum streets, Atlantic, and will care for 800 pupils. The cost is to be not more than $400,000. The same architects have recently completed the Weaver High School in Hartford, Conn., and the Plunkett High School in Adams, Mass., and have under construction the first unit of the Junior-Senior High School at Stratford, Conn., the second unit being awarded, but not yet begun; the Bulkeley High School at Hartford, to cost $1,800,000; the high school at Thompsonville, Conn., now approaching completion, and the grade school at Shirley, Mass., which is also well along towards occupancy.

An appropriation of $500,000 was recently made by the state legislature of Oklahoma, for the purpose of aiding weak school districts in maintaining a school term of eight months.

Evening classes for plasterers are held four evenings a week in the Buckman School of Portland, Oregon.

The League of Nations has announced a plan to prepare yearly a list of 600 of the best books which have appeared during the preceding twelve months. The underlying idea is to secure closer intellectual contact in the various countries. The list will include as subjects history, law, social science, theology, philosophy, classical literature, art, geography, travel and literary history.

The right of radio stations to broadcast copyrighted music has just been denied by a decision of the United States Circuit Court of Appeals, revising the United States District Court at Cincinnati. The decision of the Court of Appeals quotes the copyright law of March 4, 1909, and states that "while the fact that radio was not developed at the time the copyright act was enacted may raise some question as to whether it was within the purview of statute, it is not by that fact alone excluded from the statute." This may limit considerably the field of educational broadcasting.

The legislature of New Hampshire has passed a bill adopting the mill tax system of support for the University of New Hampshire.

Since the discovery of radium by Mme. Curie twenty-seven years ago, the total amount produced has been approximately seven ounces, valued at $15,000,000. According to a research report at the recent meeting of the American Chemical Society, the cost of producing an ounce of radon, the newly commercialized derivative of radium, is $5,000,000, but its increased activity makes its use cheaper.

Dr. William H. Jordan, '75, of Orono has been invited to give the commencement address at the Maine State College on June 8.

The convention of the National Congress of Parents and Teachers, held at Austin, Texas, April 27 to May 2, was a notable factor in the development of a movement of great importance. The principal addresses of the convention were given by Dr. W. N. M. Splawn, president of the University of Texas; Mrs. Cornelia J. Cannon on "Education for the New Leisure"; Dr. F. D. Slutz, principal


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Moraine Park School, Dayton, O., on "A Schoolmaster and the Twentieth Century"; Mrs. Cora W. Stewart, chairman Illiteracy Commission, World Federation of Education Associations, on "The Challenge of Illiteracy"; Dr. Henry Neumann on "Education for Moral Growth"; Dr. Helen T. Woolley of the Merrill-Palmer School, Detroit, Mich., on "Home Foundations in Education"; and Willis A. Sutton, president of the Georgia Education Association, on "The Power of a Public Forum in Education."

Miss Hannah A. Noble, who retired in 1901 after many years of service as art teacher at Mt. Holyoke College, died April 11, at the age of eighty-eight. She was graduated from Mt. Holyoke in 1859.

Joseph E. Krutch, dramatic critic and associate editor of the Nation, is to be on the Vassar faculty next year. He will give a course of two lectures a week on advanced critical writing.

Wallace E. Richmond, head of the department of physics in the Newton High School, has been elected president of the Eastern Association of Physics Teachers.

Dr. Geoffrey Atkinson, associate professor of Romance languages at Amherst, is one of the six graduate students who have been awarded fellowships for study in Belgium during the next academic year by the Belgium Educational Foundation of the United States. Dr. Atkinson will begin work in June.

Miss Katharine C. Coveney, master's assistant at the George T. Angell School, has been elected president of the Boston Teachers Club, an organization representing all of the women teachers of Boston.

Dr. John S. P. Tatlock, graduate of Harvard in 1896, now professor of English philology and head of the English department at Leland Stanford University, has been appointed professor of English at Harvard.


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## MEETINGS TO BE HELD

MAY

21-23: Associated Harvard Clubs, Baltimore, Maryland.
25-29: American Medical Association, Atlantic City, New Jersey.

JUNE

10-17: American Association of Social Workers, Denver, Colorado.
10-17: National Conference of Social Work, Denver, Colorado.
11-13: Georgia State High School Teachers Association, Athens, Georgia.
22-27. American Physical Education Association, Los Angeles, Calif.
28-July 4. National Education Association, Indianapolis, Indiana.
28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.
6-11: American Library Association, Seattle, Wash.
29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.
10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.
14-17: National League of Compulsory Education Officials, Duluth, Minnesota.
19: California Teachers Association, Northern Section, Sacramento.
22-24: Indiana State Teachers Association, Indianapolis.
22-24: Utah Educational Association, Salt Lake City.
26-30: Washington Educational Association, Seattle.
29-30: Illinois State School Board Association, Decatur.
29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado.
5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.
Wisconsin Association of Vocational Schools, Milwaukee.
5-6: Iowa Home Economics Association, Des Moines.
5-6: Kansas Association of Teachers of English, Kansas City.
5-7: Colorado Education Association, Denver.


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5-7: Iowa Association of Teachers of English, Des Moines.
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5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.
5-7: Minnesota Education Association, St. Paul.
5-7: Wisconsin Teachers Association, Milwaukee.
6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.
6-7: Wisconsin Physical Education Association, Milwaukee.
7: College Entrance Examination Board, New York City.
9-10: National Association of State Universities in the United States of America, Chicago, Illinois.
10: Women's Educational and Industrial Union, Boston, Mass.
11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.
11-14: Missouri State Teachers Association, St. Louis.
12-14: Arkansas State Teachers Association, Little Rock.
12-14: Association of Urban Universities, Washington, D. C.
20-23: Missouri Society of Teachers of History and Government, St. Louis.
23-24: New York State Teachers Association, Syracuse.
23-25: South Dakota Education Association, Mitchell.
24: Southern Industrial Education Association, Washington, D. C.
24-25: Public School Trustees' Association of Virginia, Richmond.
25-29: Virginia English Teachers Association, Norfolk.
26-28: National Council of Teachers of English, Chicago, Illinois.
26-28: Texas State Teachers Association (colored), Dallas.
27-28: Maryland State Teachers Association, Baltimore.
27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City.
27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill.
28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina.
14-18: California Teachers Association, Southern Section, Los Angeles.
27: American Historical Association, Ann Arbor, Michigan.
28-29: American Nature-Study Association, Kansas City, Missouri.
28-30: Illinois State Teachers Association, Springfield.
28-30: American Psychological Association, Ithaca, N. Y.
29-31: Florida Education Association Jacksonville.
29-31: Pennsylvania State Education Association, Scranton.
29-31: Modern Language Association of America, Chicago, Illinois.


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